

Inspection report for early years provision

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Inspection date	29/09/2011
Inspector	Debbie Starr
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in May 2011. He lives and co-childminds with his wife in Warmley, South Gloucestershire. He has two children aged 15 and 20 years. Minded children have access to the whole of the house. An enclosed rear garden is available for outdoor play. The family has a pet cat.

When working alone, the childminder is registered to care for a maximum of four children under eight years at any one time, of whom three may be in the early years age range. When working with another childminder, they may care for a maximum of nine children under eight years, of whom six may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminders are jointly caring for seven children in the early years age group. They are also providing care for older children under the Childcare Register. All children attend on a part time basis.

The childminder makes use of local facilities, such as the library, parks and toddler groups. He takes children to and from local schools and pre-schools. The childminder is a member of the South Gloucestershire childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's excellent knowledge and understanding of how children learn ensures they make the best possible progress. Children thrive due to the childminder's thorough understanding of their individual needs, which enables him to promote their welfare and development exceedingly well. Overall, excellent partnerships with parents and proactive highly effective links with external agencies and some early years providers contributes significantly to ensuring continuity in children's care learning and development. The childminder works collaboratively with others to continually evaluate the quality of the provision. The childminder is always striving to improve and as a result ensures the best possible outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the links with other settings children attend to firmly establish a two way flow of information that brings about continuity in all children's care learning and development.

The effectiveness of leadership and management of the early years provision

Rigorous checks help ensure that all adults working with children are suitable to do so. Children thrive in the care of the dedicated childminder. The childminder is committed to developing his skills through sharing of good practice and frequent training. The childminder's excellent understanding and working knowledge of child protection issues and procedures to follow if he has a concern about a child ensures arrangements for safeguarding children are robust. Comprehensive risk assessments and thorough daily checks on all areas of his home and outings are undertaken. Well considered review of risk ensures children are cared for in safe and secure environments where hazards are vigilantly identified. For example, when undertaking coach trips to the coast. All required records and documentation are well maintained and shared with parents.

The well organised layout and excellent use of high quality resources reflecting children's interests, contributes significantly to their learning and development. The uniqueness of each child and their family is fully embraced. A wide range of interesting ongoing activities and resources support children to recognise their own and others diverse qualities. For example, parents and children cook Jamaican food together.

The childminder has a strong commitment to continuous improvement as he strives for excellence. This is achieved through frequent review and evaluation of all aspects of his provision and children's learning. This involves parents, children and local early years network advisors. Consequently, the childminder ensures that children thrive and are assured of the best possible outcomes. Recent self-evaluation has identified the need to establish more effective links with other early years providers children attend. The childminder has prioritised training to gain a level 3 qualification in early years.

Children's experiences are enhanced through highly effective partnerships with parents and other professionals. The childminder forms highly collaborative links to ensure that each child is given the support they need. Links with other early years providers are positive and developing. Parents are exceedingly complimentary about the care given and progress their children make. They are very well informed of the childminder's practice through discussion and a regularly updated comprehensive prospectus. There is also a wealth of information on display such as daily menus, fire drill, children's activities and Ofsted contact number. Parents are kept informed about all aspects of their child's achievements and development. They have regular discussion with the childminder, a daily diary and frequent access to written observations and identified next steps in learning. Parents are supported and encouraged to play an active role in their own child's ongoing learning and development. For example, they share ideas supporting the introduction of spoons to promote independent feeding.

The quality and standards of the early years provision and outcomes for children

Children make excellent progress in their learning and development in relation to their starting points and subsequent achievements. Children's progress is frequently observed, assessed and evaluated. Planning for children's next steps in learning and development is highly effective and responsive to children's interests. The childminder uses his excellent knowledge of the children and the learning potential of resources to ensure that priorities in learning are supported well. Clear guidance and time to repeat and practise supports young children highly effectively to develop and embed skills. For example, children follow instructions and start to problem solve as they place small figures into vehicles that they push along a track. They observe objects that open and close and attempt to create the same effect. They are intrigued by mixing chocolate and cereal and are supported to hold a spoon effectively to stir. Children spontaneously select tools in the sand pit and attempt to scoop. Children willingly hold a spoon whilst eating their lunch and use this skill to place food in their own mouth. Constant responses, introduction and repetition of language and good eye contact support young children's emerging language exceedingly well. As a result they develop excellent skills for the future. Children from an early age develop an awareness of the importance of sustainable materials. They sort and dispose of plastic and re-use of paper.

Children demonstrate an excellent understanding of good hygiene routines, such as thorough hand washing from an early age. They engage in a wide range of physical activities that promote their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. High quality home prepared meals, which include fruit and vegetables they have grown themselves, promote healthy eating. Children are taught to be safety conscious. They develop a strong understanding of how to keep themselves safe, both within the home and on outings. Books are used effectively to promote discussion. Visits to the local cat and dog home enhance children's understanding of possible dangers associated with dogs. Children are encouraged from a young age to walk safely and to observe road safety. Visits to the local fire brigade enhance children's awareness of people who help us. Children show an extremely strong sense of security and belonging and delight in seeing the childminder's own children. The childminder is highly skilled. He helps children to manage their own behaviour through sensitive and appropriate guidance. Children's confidence and self-esteem is increased due to frequent praise and encouragement from the childminder. Children's behaviour is exemplary. The childminder has a consistent, respectful and clear approach to minding.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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